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ABSTRACT

This packet of materials includes several items that relate to early childhood education in Oregon. An information sheet describes the state's vision of comprehensive early childhood education for all children, and provides definitions, assumptions, and guiding principles that relate to that vision. A figure depicts the coordination of services relating to education from kindergarten through third grade. A briefing paper on educational reform discusses the implementation of developmentally appropriate practices, the development of programs concerning children's transition from prekindergarten to public school, health and social service needs of children and families, the involvement of parents in school decision making, and integration of children with disabilities into regular school activities. An information sheet on school readiness includes definitions and questions concerning continuity in educational philosophy, pedagogy, and educational structure. Also provided is a form to use in developing plans for children's transitions. (BC)

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Early Childhood Education--Nurturing Oregon's Future

ED351138

Vision: Oregon will provide comprehensive early childhood education for all children to grow in a safe, enriching, and supportive environment so that they may develop to their fullest potential.

Definitions:

1. We define early childhood education as providing services to children birth through eight years of age.
2. Comprehensive early childhood education integrates parent education and family support programs; child care; and health, social, and mental health services with education.
3. Comprehensive early childhood programs must follow developmentally appropriate practices addressing both age and individual characteristics of children and their families.

Assumptions:

1. All children are learners.
2. The most effective intervention is prevention.
3. Learning for all children occurs within the context of their families and communities.
4. All families benefit from support in promoting child development.
5. Society benefits from the development of the full potential of each child.
6. Basic needs must be met to maximize a child's healthy development and learning.
7. No *single* program or support service can meet all the needs of children and families.

PS 020902

Guiding Principles:

1. Programs will respond to the individual differences of children and families.
2. Programs will be culturally and linguistically relevant.
3. Programs will promote unlimited expectations for all children and are free of bias and stereotyping.
4. Programs will recognize and build on the strengths of each child and family.
5. The family plays a key role in the control and delivery of services.

Oregon Department of Education - Draft
Nov. 1991

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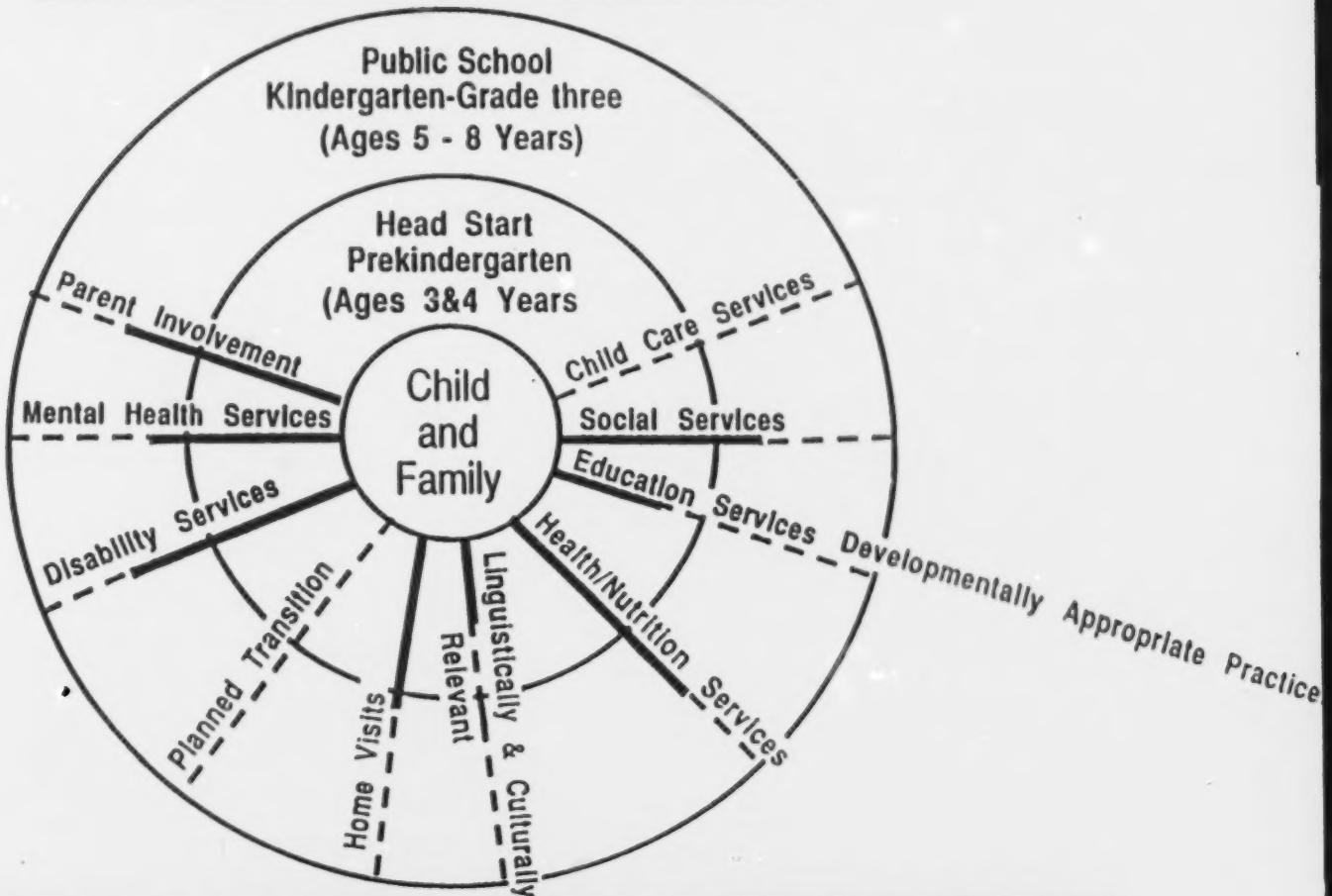
Oregon Department of Education

Head Start Collaboration Project
Transition Models & Educational Reform
Comprehensive Early Childhood Services
Prekindergarten - Grade Three



SCHOOL READINESS: Children Ready for School and School Ready for Children

Continuity of Philosophy, Pedagogy, & Structure Across Programs

EDUCATION REFORM
Oregon Department of Education

The briefing paper focuses on early childhood sections of the "Oregon Educational Act for the 21st Century" (HB 3565). Early Childhood is defined as kindergarten through grade three or ages five through eight. Other parts of education reform are not addressed in this paper.

Education Reform enables and encourages public schools to develop kindergarten through grade three models that incorporate the following areas:

* Implement "Developmentally Appropriate Practice." This enables and encourages schools to offer the same classroom structure, philosophy, and instructional methods that are consistent with proven best practices in early childhood, and currently implemented in quality child care and education programs.

* Develop planned transition from prekindergarten programs to public school. This enables and encourages schools to create collaborative plans with their local early childhood community that address the transition needs of families and children entering public school.

* Address the comprehensive health and social service needs of children and families. This enables and encourages schools to develop inter-disciplinary teams in partnership with appropriate community based agencies that address family health and social service needs.

* Provide a longer school year with adequate days available for home visits and other activities. This enables and encourages schools to implement home visits as part of their education models.

* Increase parent involvement in decision-making at the school site. This enables and encourages schools to involve parents, including parents with children under the age of five, in meaningful decision-making activities.

* Integrate children with disabilities, and their families, into regular classrooms and school activities. This enables and encourages schools to provide joint planning opportunities for regular and special education staff implementing an integrated classroom environment.

LEGISLATIVE CONCEPTS: The Department of Education is not planning to introduce any new legislation for early childhood education. Reports to the 1993 Legislature that provide recommendations on all aspects of the "Oregon Educational Act for the 21st Century" will be submitted.

Oregon Prekindergarten programs were initiated during the 1987 Legislative session. The Oregon Prekindergarten program replicates federal Head Start. It provides integrated comprehensive services to preschool age children living in poverty, and their families. At least 10% of enrollment slots must be made available for children with disabilities. The 1991 Legislature set forth a goal of funding services to 50% of all eligible Prekindergarten children by 1996, and 100% by 1998. A budget package to the Governor will address maintaining the current level of Oregon Prekindergarten services, and expansion to meet the targets required by the 1991 Legislature.

READINESS:
CHILDREN READY FOR SCHOOL AND SCHOOL READY FOR CHILDREN

CONTINUITY OF PHILOSOPHY, PEDAGOGY, AND STRUCTURE

PHILOSOPHY

Definitions:

(1) the rational investigation of the truth and principles of being, knowledge, or conduct,

(2) the critical study of the basic principles and concepts of a particular branch of knowledge, esp. with a view to improving or reconstituting them,

(3) a system of principles for guidance in practical affairs.

Questions:

* How is continuity of philosophy prekindergarten through grade three currently being addressed?

  What additional strategies can be used to ensure continuity of philosophy prekindergarten through grade three?

PEDAGOGY

Definitions:

(1) the function or work of a teacher; teaching,

(2) the art or science of teaching; instuctional methods.

Questions:

* How is continuity of pedagogy prekindergarten through grade three currently being addressed ?

  What additional strategies can be used to ensure continuity of pedagogy prekindergarten through grade three?

STRUCTURE

Definitions:

(1) Mode of building, construction, or organization; arrangement of parts, elements, or constituents,

(2) a complex system considered from the point of view of the whole rather than any single part,

(3) anything composed of parts arranged together in some way; an organization.

Questions:

* How is continuity of structure prekindergarten through grade three currently being addressed?

  What additional strategies can be used to ensure continuity of structure prekindergarten through grade three?

CONTINUITY

Definitions:

(1) a. uninterrupted connection, succession, or union;

b. uninterrupted duration or continuation without essential change

c. the property characteristic of a continuous function

Transition Action Plan

Vision Statement

Team Contract

Signature _____
Signature _____
Signature _____
Signature _____
Signature _____
Signature _____
Signature _____

Strategy	Action (What is it you want to happen?)	Assessment/ Measure (How do you know when complete?)	Assigned To:	Time-line

Resources Needed	Cost	Benefits